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ABSTRACT

This training institute on training, funded by the United States Office of Education, consisted of four phases: two periods of group learning interspersed with periods of field testing in 12 western states. Forty-six participants and twenty-five resource people and staff learned about the basic principles of interlibrary cooperation and institutional sharing through networking with the objective of stimulating the development of more relevant library services. Systems and networking concepts were introduced simultaneously with learning methodology and materials. Participants developed competencies in teaching strategies, interpersonal communication skills, and instructional technology, then applied their learning to train others in their home states. Lists of participants, resource people, and staff, as well as state plans, accomplishments, and activities are appended. (Author/KP)

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TRAINING THE TRAINERS TO TRAIN FOR INTERLIBRARY COOPERATION AND NETWORKING

Final Report on USOE Grant OEG-0-74-3937 for an Institute,
July 1, 1974 - June 30, 1975

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WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

July 15, 1975

IR004870

TRAINING THE TRAINERS TO TRAIN
for
INTERLIBRARY COOPERATION AND NETWORKING

ABSTRACT

An Institute, "Training the Trainers to Train for Interlibrary Cooperation and Networking" was funded by the U. S. Office of Education from July, 1974 through June 1975, and was conducted by the WICHE Continuing Education and Library Resources Program. In addition to USOE funds, other expenses were paid by the WICHE Library Program core budget, state libraries in the twelve states participating, and the participants themselves or their individual libraries. A total of 46 participants and 25 resource people and staff learned about the basic principles of interlibrary cooperation and institutional sharing through networking.

Consisting of four phases, the Institute interspersed two periods of group learning with two periods of field testing in twelve western states. Its long-term objective was to engender within the western library community the concepts of interlibrary cooperation and networking, in order to stimulate the development of more relevant library services. Throughout, systems and networking concepts were brought into play simultaneously with learning methodology and materials. The participants developed competencies in teaching strategies, interpersonal communication skills, and instructional technology, then applied their learning to train others back in their home states.

TRAINING THE TRAINERS TO TRAIN FOR INTERLIBRARY COOPERATION AND NETWORKING

TABLE OF CONTENTS

I. INTRODUCTION 1

II. PHASE I 1

III. PHASE II 3

IV. PHASE III 3

V. PHASE IV 5

VI. EVALUATION 5

VII. CONCLUSIONS 8

VIII. APPENDICES 11

A. List of Participants

B. List of Resource People and Staff

C. State Plans Formulated During Phase I

D. State Accomplishments Phase II

E. State Activities - Reported During Phase IV

I. INTRODUCTION

The Institute, "Training the Trainers to Train for Interlibrary Cooperation and Networking" was funded by the U. S. Office of Education from July, 1974 through June 1975, and was conducted by the WICHE Continuing Education and Library Resources Program. Consisting of four phases, the Institute interspersed two periods of group learning with two periods of field testing in twelve western states. Its long-term objective was to engender within the western library community the concepts of interlibrary cooperation and networking, in order to stimulate the development of more relevant library services. Throughout, systems and networking concepts were brought into play simultaneously with learning methodology and materials. The participants developed competencies in teaching strategies, interpersonal communication skills, and instructional technology as well as the basic principles of interlibrary cooperation and institutional sharing through networking.

The State Librarians within the thirteen state WICHE area were asked to nominate key library leaders who should be involved in the Institute. From these nominees, four participants were chosen from most of the states. When Phase I began -- Tuesday, December 3, 1974 -- there were thirty-four registrants from ten western states.

II. PHASE I

On Tuesday, December 3, 1974, thirty-four library leaders from ten western states met in the College Inn, Boulder, Colorado -- many of them for the first time. They had been chosen by their respective state librarians to be trained as trainers in interlibrary cooperation and networking. They were from public, school, academic, and state libraries.

Objectives of the Institute, as stated in the original proposal to the U. S. Office of Education were:

1. To engender in the participants (a) the appreciation of and familiarity with the potentials for interlibrary cooperation and networking, and (b) the ability to plan and design continuing education programs to train other librarians in resource sharing through interlibrary cooperation and networking.

2. To enable the participants to use modern theories of adult learning and principles of program planning and evaluation.

3. To help the participants gain competencies in (a) the processes of interlibrary resource sharing, and (b) the techniques of training, design of training materials and evaluation of training programs.

4. To stimulate the development of meaningful interlibrary resource sharing and bibliographic networking throughout the thirteen WICHE area states.

A fifth objective was developed by staff and participants during Phase I; to enable state teams to develop the main components of a state continuing education plan supportive of interlibrary cooperation to be implemented during Phase II of the Institute (December 10, 1974 - April 7, 1975.)

To meet these objectives, staff designed the Institute around the following four components: Information on interlibrary cooperation and networking, including existing programs and proposed models; Information on continuing education theories and delivery systems; training in basic group skills; and unprogrammed team time for development of state plans. These four components were distributed through the week's schedule in order to reinforce each other. As participants learned about what other states and systems were doing or planning to do in networking, possibilities for networking and cooperation in their own states would begin to emerge. As tentative directions for state cooperative arrangements were explored, participants would realize the necessity for raising levels of awareness and understanding in their states through continuing education. Training in group skills would provide participants with tools and ideas for working productively together in the Institute, and with other groups as they moved to implement the state plan.

The original objectives of Phase I were stated in a form most difficult to quantify and measure. Therefore, evaluation of Phase I in large part focused on participant reactions to the Institute. Participant response to the content presented and method used was solicited formally at the end of each day with a brief instrument and informally at the nightly feedback sessions. The information thus acquired was used as the basis for staff planning during Phase I and was reported back to the participants each morning. At the beginning of the Institute, an Opinion Sheet was used to collect participant views on the feasibility and importance of Objective 5 (to develop a state continuing education plan), and the results of the opinion survey were also reported to the staff and participants, to assist in decision-making on Objective 5.

Evaluation results collected during Phase I were fed back into the process of the Institute to enable staff to respond to changing needs, perspectives, and expectations. The final evaluation instrument asked participants to assess their own learning about networking and continuing education, the quality of their state's plan and the value of the plan development process, and their needs for assistance, consultation, or cooperation following the close of Phase I. Staff members' ratings of the Institute as a whole and suggestions for improving the Institute were also collected for the final evaluation and finally, the state plans for continuing education were evaluated. See Appendix D for actual state plans.

III. PHASE II

From December 10, 1974, until April 5, 1975, the participants had the opportunity to test their learning experiences within their own states. The objectives of Phase II as written in the original proposal were:

1. To provide field experience in implementing and testing the skills learned and plans developed in Phase I.

2. To continue the learning experience through consultations (as needed) with Institute Director or other resource people identified in Phase I.

3. To measure progress in furthering interlibrary cooperation in each state according to criteria developed during Phase I.

4. To begin preparation of report on this field experience for presentation in Phase III.

During one of the first sessions held during Phase III, each state team reported on its activities during Phase II. Jean Connor, the evaluator, made a chart of accomplishments showing commonalities among the states. See Appendix E.

IV. PHASE III

Because two more states had become members of the WICHE Western Council, and because of expanded teams within other states, the number of librarians participating in Phase III swelled to forty-six. The location was changed -- to Peaceful Valley Lodge -- a rustic mountain retreat near Lyons, Colorado. The dates were April 6 - 11, 1975.

In order to handle the administrative details of the five-day session as well as the follow-up phase, an Institute Coordinator had been hired in mid-January. Ms. Jo Chanaud, a librarian, with experience in administration, was asked to serve in this capacity. In February she and Maryann Duggan met with the Ad Hoc Advisory Committee in Seattle to plan for Phase III. This committee was composed of five individuals from different states (Sharon West - Alaska, Nadine Greenup - California, Jeanne Goodrich - Idaho, Robert Cookingham - Montana, and Audrey Kolb - Washington). The tentative schedule drawn up at this meeting divided Phase III into three components -- Problem-Solving, Continuing Education and Networking. Some changes were made from the more intensive and longer schedule of Phase I. The Evaluation had shown that the participants desired fewer days of training, more free time, one afternoon "off", and more opportunity for individual consultation with other participants and with resource people. All of these requests were taken into consideration.

Although it was expected that all of the participants from Phase I would be attending Phase III as well, the state librarians were urged to expand their teams to the full component of four members -- Wyoming, Colorado, Montana, and Alaska all added individuals to their teams. In addition, the states of Oregon and Utah sent four participants each -- for the first time. One day before the official start of Phase III, the

Ad Hoc Advisory Committee and the Core Staff met to determine ways in which to incorporate and orient all of the new participants so that they would soon feel a vital part of the Western Network training teams.

The objectives for Phase III as stated in the Institute proposal were:

1. Reinforce skills learned in Phase I.

2. Identify and diagnose problems encountered in Phase II and explore ways and means for overcoming them.

3. Further identify commonalities among the state plans and recognize existing geographic patterns suitable for interlibrary resource sharing across state lines.

4. Further refine the continuing education programs developed by each state in Phase I and Phase II and explore sharing of these across state lines.

Immediately after registration on Sunday, April 6, the state teams met to draw together a brief report of Phase II activities to present to the total Institute membership on Monday. The Oregon and Utah team members met each other for the first time, and with the help of Phase I participants began to create an identify and objectives. By the end of the week, a real camaraderie had developed, and an objective observer would have believed that the total group was composed of old friends.

The participants had been asked to identify problems encountered during Phase II. After a session in which the state teams reported on their progress during Phase II, a general brainstorming occurred in which problems were cited, and recorded on newsprint which was then posted on the walls. Over fifty specific problems encountered by training teams during Phase II were listed. The staff divided these into logical larger categories, but were voted down by the participants who expressed their needs to deal with specific issues only. Intrastate groups formed, and met separately with a resource person to formulate possible solutions. Later they reported these findings to the total group using various methods of presentation. One group's project, "How to create productive relationships toward a greater utilization/sharing of resources between school libraries and other libraries" was given impact by graphic and dramatic arts presentations.

Much of the continuing education portion of the schedule was devoted to small group meetings in which the state teams formulated their plans for training within their own states. Resource people were available to assist in various aspects of their presentations. Dr. Joanne Arnold, of the University of Colorado School of Journalism, helped with writing skills, Dr. James Robbins, an independent consultant, helped with group process, Nancy Barber of the WICHE Staff assisted in group dynamics, and

James Nelson, Continuing Education Director of the University of Kentucky, utilized his experience in state-wide coordination to aid the teams in their plans. A number of participants themselves were available to be utilized as resource people.

The networking aspect of the Institute was underlined dramatically by the Monday night arrival of the project director, Maryann Duggan, who came directly from Washington, D.C., where she had been meeting with potential funders of the Western Interstate Bibliographic Network proposal. Although she could not bring definitive word, her optimism was apparent, and the teams were encouraged. Later in the week, Ronald Miller, Director of NELINET (the New England Library and Information Network) rounded out the networking training by sharing his successes and failures in network development in New England. He and Maryann Duggan also discussed their experiences at an NCLIS-sponsored conference (National Commission on Libraries and Information Science) on networking in Washington, D.C.

After brief presentations of the learning packets being developed, and recommendations for action in Phase IV, the participants left Peaceful Valley in an enveloping snowstorm.

V. PHASE IV

During this period, April 12 through June 30, 1975, state teams again reported back to their respective state library agencies and associations. Some of them used Maryann Duggan's assistance in making presentations to their library association annual meetings. On May 7, the Western Council instructed the WICHE Library Program Staff to fulfill the recommendations made by the Institute participants at the end of Phase III. Noteworthy among these was the authorization for hiring a full-time continuing education coordinator.

Appendix F shows state activities as reported by the team communicator, or compiled by the WICHE Staff, with the help of Jim Nelson, who was asked to return to WICHE for two weeks in June in order to assist the teams with their learning packets.

VI. EVALUATION

"Evaluation is to improve, not to prove," Dr. Daniel Stufflebeam, Ohio State University Evaluation Center.

With the above philosophy in mind, we undertook a continuous, on-site evaluation model. We were fortunate to obtain Miss Jean Connor, formerly Associate Librarian for Library Development, New York State Library, to serve as the Institute Evaluator. From pre-Institute instruments, to daily evaluation instruments during Phase I, and because of her perceptive, warm nature, Miss Connor was able to understand the needs of the participants and relay them back to the planning staff.

A daily feed-back session was a vital part of both Phases I and III, in which the participants interacted with the evaluator, staff, and resource people to analyze the day's activities.

PHASE I In her evaluation of Phase I, Miss Connor found that participants complained about inadequate lead time in which to digest pre-Institute materials; they recommended that all state teams be expanded to full strength (four persons) and that Oregon, Utah and Hawaii be included for total western region planning. More attention should have been paid to administrative details; clarification of staff roles and greater staff participation in social activities were needed. A number of excellent suggestions were made by the participants in the area of content, which were used by the Ad Hoc Advisory Committee in planning Phase III.

Quoting from Miss Connor's evaluation of Phase I, "In summary, the Institute achieved its four objectives to a remarkable degree. Any overall rating of the Institute must be at the 'very good', upper range of the scale."[1]

PHASE II A number of hazards were noted by Miss Connor in her evaluation of Phase II; widely dispersed and divergent state teams, double demands of full-time positions and need to implement Phase I plans, shortened time span, and the demanding travel schedule for the Institute Director. She states: "That so much was accomplished, despite these hazards, is a credit to the individual participants and to the strong team spirit and motivation developed in Phase I."

PHASE III Quoting from Miss Connor's Phase III evaluation: "When measured by the extent to which the group moved forward in confidence, readiness, and ability to shape and lead future state developments in interlibrary cooperation, the participants in Phase III of the Institute took a giant step. There were problems of staffing and delivery. Nevertheless, one comes away believing that there will be significant progress in the months ahead within most of the states and across state lines. This progress will result from the stimulus, know-how and personal and team strengths developed in the first three phases of this Institute, under WICHE auspices (and USOE funding assistance).

The Institute has been the 'happening' through which a new valuable resource has been created, 'a human network', committed to furthering interlibrary development. WICHE has the continuing opportunity and responsibility to be the key instrumentality in supporting and fostering this human network."

Although the administrative staffing problem mentioned at the end of Phase I was solved by the addition of Jo Chanaud other staffing problems were felt by the participants during Phase III. Continuity between Phases I and III was somewhat weak, since Nancy Barber was the only staff person present on a full-time basis during both sessions.

[1]Miss Connors' complete evaluation of Phase I consisted of 72 pages. Copies are available for the cost of reproduction.

Some of the resource people were too short-term, so their skills were not effectively used. Of the three main sectors to the program, participants rated the problem solving "least successful." The sessions on networking were ranked by over two-thirds of the participants as "very valuable" or "valuable."[2]

PHASE IV For personal reasons and because she felt she had contributed as much as she could, Miss Connor asked to be relieved of the Phase IV evaluation. With regret, we agreed. It was decided to try a different approach. Through telephone contact with at least two persons in each of the twelve states, a number of questions were asked. A representative of the participants (usually the "communicator" designated by the state team) was asked to comment on the effectiveness of the Institute from a personal perspective, and asked how WICHE could help the state team efforts in the future. The state library agency head or representative was asked to discuss the impact of Institute teams in his state and to describe future plans for the team.

The participants felt the Institute did much to broaden their understanding of networking and interlibrary cooperation. In bringing together several elements of the library community, the potential for cooperation was increased. The component on training methodologies was felt to be the least successful part of the Institute. However, most states are currently working on learning packages, and a sensitizing for further continuing education training took place.

The state library agency heads believed the teams would assist their own statewide efforts if utilized through existing leadership structures. An additional significant impact of this Institute was bring WICHE home to the individual states, making it a part of their own library development. This should go far in strengthening regional library cooperation and coordination.

Recommendations for Future Action

In most of the states represented at the Institute, the training teams will continue in some form or function. If these teams are to be effective, it is incumbent on state library leadership to help determine the role of the team in statewide library development. The WICHE Library Program can do much to facilitate this development if ongoing communications are maintained and each state is given assistance in the context of state needs. Grassroots potential in the West seems considerable and should form a strong base for regional library development. WICHE's involvement in continuing education is needed to help design training components to support the design and implementation of a Western Network. Therefore, it is vital that a full-time continuing education coordinator be added to the WICHE core staff. This position should be designed primarily to help states develop their own continuing education programs and coordinate on the regional level those programs with regional implications. If the states and WICHE continue working together in the manner begun through the Institute, state and regional library development in the West should grow rapidly.

[2]A summary of evaluation Phases II & III consists of 21 pages. Copies are available for the cost of reproduction.

VII. CONCLUSIONS

On the basis of our experience with this Institute, we have a number of recommendations for future similar endeavors.

Staffing

Because of other commitments of a project director, it is wise to include a part-time Institute Coordinator whose sole job is to take care of administrative details. Communication with participants and resource people, coordination with those who run the physical facilities, attention to budgeting details -- all of these should be handled by one person, with the help of a competent secretary. If at all possible, both the coordinator and the secretary should be consistent throughout the period of the Institute, in order to provide continuity.

Resource people should be made an integral part of an Institute, and should be on site long enough for participants to be able to relate to them, and tap their expertise. Because of the varying backgrounds of the participants, time for individual consultation should be made available. Those participants with limited experience need to be able to talk at their own level, since many are hesitant to show their ignorance in a large group meeting.

Communication

Methods of communicating on a one-to-one basis seem to be particularly applicable in an interstate Institute. The TWX machine proved most helpful in allowing both standard letters and individual variations. It was used in a number of ways -- from WICHE to participants, from participants to WICHE, and from participant to participant, intrastate and interstate.

The telephone method of final follow-up proved to be most effective. The personal contact was important, and the freedom not to be limited to written parameters brought out many varied and useful comments.

Continuation of communication is important. Establishment of a good group feeling during the period of an institute means that an abrupt ending can be destructive to the application of learning. The WICHE Western Council has authorized the Continuing Education and Library Resources Program to carry out recommendations made by the participants at the end of Phase III, in order to keep up the momentum created by the Institute and be supportive of the real-world applications from the Institute learning experiences.

Substantive Content Vs. Teaching Skills

One of the most difficult decisions to make in the planning of an institute is to determine the ratio between "content" and process." Because people learn in so many different ways, it is important to have a combination of written, spoken and visual content. In this particular Institute, with so many participants from widely differing types and levels of experience in networking, it was difficult beforehand to determine the exact level of content needed. It was equally difficult to determine in advance the teaching abilities of the participants. Therefore, the Institute staff was faced with the dilemma of whether to concentrate on content (i. e., give substantive information) or process (i.e., communicate teaching skills by demonstration and participation.) During Phase I, the planned program was changed considerably because feedback from the participants sharpened the focus on their needs. The flexibility of the staff enabled a good "on site" redesigning of Phase I. Back-to-back lecture sessions were discontinued; more team interaction was implemented. As a result of these changes, participants became more involved in the learning process.

Major Strengths

Probably the strongest benefit to the participants was in playing a vital part in their own state efforts toward interlibrary cooperation. This in turn enabled them to feel very much a part of the multi-state efforts. Library services in the West benefitted by the creation of a committed group of individuals who understand the need for cooperation, who are dedicated to training others in this process and working in their own states to be supportive of interlibrary cooperation.

The funding pattern of the Institute demonstrated dramatically the principle of interlibrary cooperation and resource sharing. The bulk of the cost of the meetings in Colorado (Phases I and III) came from USOE ($29,730), supplemented by $9,300 from the WICHE core budget. Transportation costs, lodging, and the costs of training back home were covered by the state libraries, the participants' individual libraries, or the participants themselves. We believe this to be a major strength in that it demonstrates a real world situation, and stimulates a greater commitment on the part of the participants.[3]

Major Problems

Rather than define weaknesses in a year-long institute, it is easier to describe problems encountered. As they were encountered, solutions were found. The first major problem was lack of adequate staff at WICHE during Phase II; communications between the participants and the WICHE staff were hampered because of this. The solution was to hire an Institute Coordinator. Another major problem might have been the introduction, during Phase III, of two completely new state teams, and new participants from four states into a cohesive in-group. With the assistance of the Ad Hoc Advisory Group and an enthusiastic receptiveness on the part of the previous participants, this addition was accomplished smoothly. Another

[3]A complete financial report has been submitted by USOE.

problem was the level of state readiness for networking. The solution was found early -- each team worked at its own level, and the more populous states, with more experience in interlibrary cooperation, shared readily.

A problem inherent to any institute of this kind lies in the abrupt ending to a worthwhile and stimulating year. If funds cannot be found within the parent institution to continue some kind of communication, there is bound to be a let-down among the individuals who have shared a rewarding learning experience together. Fortunately, the Western Council has authorized the WICHE Library Program to continue interacting with the participants and to be supportive of their projects. To quote from Jean Connors' Phase I evaluation, "In summary, this Institute, if carried through as it has begun, may well provide a building block for historic developments in interlibrary cooperation in the West." The evidence indicates that this has been achieved, and we are just beginning. Planning and development of the seventeen-state (plus British Columbia) Western Interstate Bibliographic Network has been funded by the Council on Library Resources. A grant to conduct cost and funding studies toward its implementation has been received from the U. S. Office of Education. Using the WICHE/USOE participants as trainers, and the states as building blocks, interlibrary cooperation in the West has taken a giant step forward.

NOTE:

For reasons of economy, many aspects of this Institute of potential interest to the reader have not been covered in this final report. There are three file drawers devoted to the materials presented at and generated by the Institute. These include training materials, video tapes, workshop packets developed by the individual states, and the follow-up report written by Jim Nelson. Any of these can be provided the reader upon inquiry--usually for the cost of reproduction.

APPENDICES

A. List of Participants

B. List of Resource People and Staff

C. State Plans Formulated During Phase I

D. State Accomplishments Phase II

E. State Activities - Reported During Phase IV

APPENDIX A

LIST OF PARTICIPANTS

WICHE/USOE INSTITUTE ON:

"TRAINING OF TRAINERS IN TRAINING FOR

INTERLIBRARY COOPERATION AND NETWORKING"

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* Communicators
** New Participants Phase III
*** Attended only Phase I
**** Only in Phase IV

7/1/75

The following people were added to the state teams during Phase IV, in order to expand state-wide activities:

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UNIV WYO LBRY

APPENDIX B

LIST OF RESOURCE PEOPLE AND STAFF

APPENDIX B

LIST OF RESOURCE PEOPLE AND STAFF

The following people served as core or resource staff during one or both group learning phases of the WICHE/USOE Institute on "Training the Trainers to Train for Interlibrary Cooperation and Networking."

1. Anthony Aguirre, Head, Reference Department, University of Colorado Medical School, Denver, Colorado

2. Esta Lee Albright, Associate Director for Library Development, New Mexico State Library, Santa Fe, New Mexico

3. Dr. Joanne Arnold, Associate Dean, School of Journalism, University of Colorado, Boulder, Colorado

4. Nancy Barber, Staff Associate, Regional Services Unit, Western Interstate Commission for Higher Education, Boulder, Colorado

5. Virginia Boucher, Interlibrary Loan Librarian, University of Colorado, and Chairman of the ALA Interlibrary Loan Committee

6. Robert Campello, Jr., Independent Consultant, Group Dynamics, Colorado Springs, Colorado

7. Jo Chanaud, Consultant, Continuing Education and Library Resources Program, Western Interstate Commission for Higher Education, Boulder, Colorado

8. Jean L. Connor, Formerly Associate Librarian for Library Development, New York State Library, Albany, New York. Presently Independent Consultant

9. Barbara Conroy, Independent Consultant in Continuing Education and Staff Development Programs, Tabernash, Colorado

10. Lura Currier, Director of Pacific Northwest Bibliographic Center, Seattle, Washington

11. Kenneth Dowlin, Director, Penrose Public Library, Colorado Springs, Colorado, formerly Director of the Natrona County Library, Casper, Wyoming

12. Maryann Duggan, Program Director, Continuing Education and Library Resources Program, Western Interstate Commission for Higher Education, Boulder, Colorado

13. Dr. Denamae Fox, Indepehdent Consultant, Group Dynamics, Denver, Colorado

14. Ronald Miller, Director, NELINET, New England Board of Higher Education, Wellesley, Massachusetts

15. Larry Millsap, Instructor and Music Cataloguer, University of Colorado Libraries, Boulder, Colorado

16. Eleanor Montague, Associate Director, BALLOTS Project, Stanford University, Palo Alto, California

17. James A. Nelson, Director of Continuing Education, University of Kentucky, Lexington, Kentucky

18. Peggy O'Donnell, Program Director for Continuing Education for Library Staff (CELS) of the Southwestern Library Association, Dallas, Texas

19. Vicki Osgood, Secretary, Continuing Education and Library Resources Program, Western Interstate Commission for Higher Education, Boulder, Colorado

20. Mary Jane Reed, Washington Library Network, Washington State Library, Olympia, Washington

21. Gwen Ritter, Conference Coordinator, University of Colorado Continuing Education Center, Boulder, Colorado

22. Dr. James Robbins, Private Consultant in Training and Development, Boulder, Colorado

23. Dr. Robert Stueart, Director, School of Library Science, Simmons College, Boston, Massachusetts; Formerly Assistant Dean, Graduate School of Librarianship, University of Denver, Denver, Colorado

24. Joyce Thorp, Secretary, Continuing Education and Library Resources Program, Western Interstate Commission for Higher Education, Boulder, Colorado

25. Mary Vogt, Photographer and Public Information Officer, Western Interstate Commission for Higher Education, Boulder, Colorado

APPENDIX C

STATE PLANS FORMULATED DURING PHASE I

ALASKA

Present Network Environment

RESOURCE SHARING	STRENGTHS	WEAKNESSES
Interlibrary loan	-rapidly rising use -regional service with PNBC -service is invlusive of all types of library materials -ILL costs for libraries unable to pay are absorbed	-takes at least 2-4 weeks for processing and mailing of requests -inadequately trained staff of major library communities -small community libraries are poorly informed of ILL potential and are not using service
Printed Catalogs	-exist for statewide use exists for records art prints, cassettes, voc. ed., native oral literature, films, state publications, paperback books,	-regional union lists of serials not consolidated into one union list -difficult to borrow and return materials on intercommunity basis for traveling residents
Cooperative microfilming	-Includes early newspapers and documents	
Cooperative acquisitions	-idea is accepted -purchase of rare and expensive items coordinated	-no specific plan for implementation
Last copy depository	-location and procedure established for last copy depository	-little use -funding and staffing not provided for
Indexing of state newspapers	-commitment and action in carrying out pilot project by Ak Library Association	-no staff or funding or mechanism for continuation of project
Museum resources	-organizationally part of the state library and has multi-media kits for distribution to schools and libraries	-needs internal reorganization and program in public awareness
Equipment	-existence of a quantity of sophisticated equipment	-inadequate distribution -lack of expertise in use ofequipment
People	-small number of librarians fosters familiarity with people and programs -absence of highly established traditional library systems incompatible with the resource sharing concept	-too few people involved in the planning process -isolation of many librarians from the Outside leads to stagnation

COMMUNICATIONS/TELECOMMUNICATIONS	STRENGTHS	WEAKNESSES
Satellites	-have a satellite -experience in using effectively	-don't have permanent satellite -expensive and not available to everyone in state at low cost
Telephone	-serves as major communication tool -used for conference calls	-many remote communities don't have -poor service and expensive statewide
Teletype	-Telex machines in major library communities -ties together major libraries and PNBC	-do not have access to TWX
Public broadcasting(radio, TV)	-easy access to public broadcasting for publicity and programs	-many communities don't receive TV or have poor reception -inadequate use for public relations and awareness
Video/Cable	-20 communities have cable systems -most schols have VTR equipment	-staff expertise in production and financing for facilities
Personal interaction	-exists through workshops, conferences, task forces, etc.	-broaden no. of people who benefit
Printed communication	-AkLibrary Association newsletter important communication tool for a high number of Ak librarians -exchange of chapter plans and news between and within regions on a regular basis	-
CLIMATE ANDATTITUDE	-wide acceptance and endorsement of resource sharing concept including regionalization concept, community/school library, consortium libraries, etc.	-no legislative framework to encourage resource sharing concept

ALASKA

GOAL: TO MAKE LIBRARY SERVICE MORE RELEVANT TO ALASKANS.

GENERAL
OBJECTIVE: DESIGN A CONTINUING EDUCATION PROGRAM TO BUILD ON STRENGTHS AND TO ELIMINATE WEAKNESSES IN THE STATEWIDE NETWORK OF RESOURCE SHARING.

RESOURCE SHARING	OBJECTIVES	TASKS
Interlibrary loan	-Initiate training programs so that automatic training in resource sharing is provided to all appropriate incoming staff -Identifiable and regular in-service training of a suitable type for current staff personnel in resource sharing -Develop and distribute an awareness campaign to raise the use of ILL	-Obtain cooperation of library administrators for orientation and continuing education projects -Identify proper group to develop and deliver programs -Design a package or use existing packages for ILL continuing education -Evaluate by measuring the level of use before and after and quality of service
Cooperative acquisitions	-Develop a means whereby acquigitons librarians can exchange ideas and develop the implementation plan	-Sponsor a 1-day meeting for acquisitions librarians to exchange ideas
Last copy depository	-Increase use of the last copy depository	-Conduct a public relations campaign to let people know that last copy depository exists through distribution of printed brochure
Museum	-Increase awareness of and use of site museum multimedia kits and of local historical resources	-Make contact with various historical associations and determine best method for public relations campaign
Equipment	-To increase use of existing equipment in state	-Develop a method of distribution that is efficient safe and inexpensive -Take an awareness campaign to local areas explaining potentialities and methods of using equipment
COMMUNICATIONS/TELECOMMUNICATION:		
Satellites	-Improve communications and library transaction between all libraries	-Support state purchase of satellite or equivalent alternative through contact with new administration, State Advisory Council, and legislature (AkLA Govt. Affairs Committee)
Telephones	-Improve communications and library transaction between all libraries	-Demonstration project with a WATS line
Public Broadcasting	-To improve level of use of public broadcasting	-Develop a learning package for distribution to libraries giving basic skills in using broadcasting

COMMUNICATIONS/TELECOMMUNICATIONS (con't)	OBJECTIVES	TASKS
Personal Interaction	-Increase the number of people involved in interchange of information	-Increase number of interactions available at the local level -Increase the attempt to involve new librarians in the state organization

TASKS TO BE ACCOMPLISHED BETWEEN DECEMBER, 1974 AND MARCH, 1975.

1. Distribute plan to library administrators, Alaska Library Association, State Advisory Council with a feedback mechanism built in.
2. Presentation at local, regional and state level, including indivdual library personnel and institutions, local AkLA chapters, AkLA annual conference in March.,
3. Perform a needs assessment to determine if the plan relates to state needs.
4. Revise the plan based on the needs assessment, reaction of the library community and then perform a reevaulation by the team.

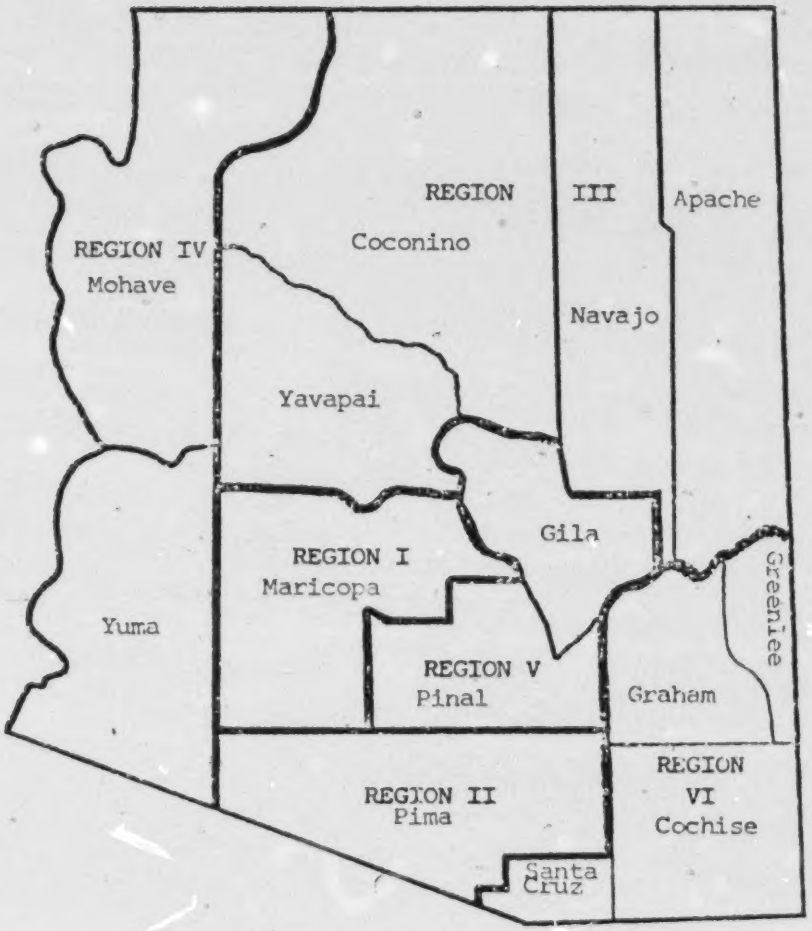
THE ARIZONA PLAN

FOR

CONTINUING EDUCATION

AND

RESOURCE SHARING



WICHE-USOE INSTITUTE

TRAINING OF TRAINERS FOR

INTERLIBRARY COOPERATION AND NETWORKING

(Revised after Institute)

ARIZONA WICHE INSTITUTE TEAM STATE PLAN FOR RESOURCE SHARING

It is recognized that citizens in all Arizona cities, towns and rural areas have equal access to library service. Public officials, school administrators, and librarians must provide a full range of competent library services. The library needs of all citizens can be met most effectively at every level through a coordinated network of resource sharing between all libraries in the state.[1]

For many years libraries in Arizona have cooperated in the interlibrary loan of materials through the Channeled Arizona Information Network (CHAIN). CHAIN is a network communications system developed in response to a need defined by the Arizona Library Survey.[2] This resource sharing has been further strengthened by the organization of all libraries within the geographical regions mandated by the Governor of Arizona. The Arizona State Library has accepted the responsibility for coordinating and developing CHAIN on a state-wide basis with the assistance of advisory and "modus operandi" committees. Each regional librarian will be responsible for the operation of CHAIN activities in that region and will implement policies and procedures of the regional library advisory board.[3]

Improved library service for our State requires going beyond the state boundaries which restrain the development of library services and resources. The resources in each state enrich total library development if shared cooperatively.

To this end, an Arizona Automation and Networking Task Force was recently organized to investigate the possibilities for improving local library services through an interstate cooperative network using automation techniques whereever practicable. With more concentrated continuing educational efforts, the principles of interlibrary loan and resource sharing can be instilled in the entire library community.

GOAL

Based on this background, our goal is to promote the principles and processes of resource sharing with a view toward interstate cooperative efforts through the use of continuing education methodology.

1. OBJECTIVE

The State Library Agency will serve as the primary vehicle to accomplish and enhance the continuing education program and interlibrary cooperative efforts for the State of Arizona.

ACTIVITIES

1. Strengthen the existing Automation and Networking Task Force to include a continuing education objective.

2. Work through the Arizona State Library Association, Southwestern Library Association, American Library Association and any local library association to accomplish the above named objective.

3. Employ a variety of continuing education methods to inform the library community.

4. Inform appropriate library groups such as the State Library Advisory Council, Regional Library Advisory Boards, local library boards, and other related groups of the need for greater interlibrary cooperation.

11. OBJECTIVE

The goal of this group will be accomplished more effectively by working through the existing Automation and Networking Task Force.

ACTIVITIES

1. The WICHE Institute Team will serve as a resource committee to promote the principles of the broader concepts of cooperative library activities.

2. Representation from all kinds, types and facets of the library community will be included in the Task Force.

3. Financial support from the State Library to continue the Automation and Networking Task Force will be sought.

4. The Automation and Networking Task Force should assume the responsibility for assessing the continuing education needs with which to facilitate the acceptance of resource sharing principles.

III. OBJECTIVE

The WICHE Team will support joint library venture (regional) efforts in the State of Arizona.

ACTIVITIES

1. Employ lobbying techniques through the Arizona State Library Association and the Library Legislation and Development Committee to obtain funding of joint venture activities.

2. Inform public officials, library staffs, regional advisory boards, and related groups of the advantages of regional ventures through newsletters and other publications, Task Force activities, visits, and any other means available.

3. Support the efforts of the State Library and the regional consultant in implementing regional concepts as outlined in the REGIONAL LIBRARY ORGANIZATION HANDBOOK and in the joint ventures legislation.

4. Provide assistance and support for the one established (LARSS) regional library and staff to emphasize the importance of this activity.

IV. OBJECTIVE

Support for the promotion of resource sharing through interstate cooperative efforts will be sought through the appropriate channels.

ACTIVITIES

1. The WICHE Institute Team would serve as a resource committee to promote the acceptance of the Numeric Register which has been planned by Task Force.

2. Incorporate information on resource sharing into meetings, workshops, publications and visits throught the state.

3. Make person to person contacts to promote resource sharing to reach those not including in other meetings and groups.

EVALUATION

A review of the accomplishments (per calendar of events) will be used as one measure of evaluation of the WICHE Institute Team by the Automation and Networking Task Force and the WICHE/USOE Institute in consultation with the Institute in consultation with the Institute Evaluator.

The objectives and activities will be periodically evaluated to determine their validity and effectiveness and to re-define the group's direction, if necessary. Any evaluation must be viewed as a means to more effectively accomplish the goal as originally proposed by the State Team.

CALENDAR/PLAN OF ACTION

The following is a list of hoped-for accomplishments which will enable us to work toward our goal. This is a working plan only and will be adjusted, altered, and added to as the group meets from time to time. Each team member has a calendar on which to record events and accomplishments to permit periodic evaluation.

December:

Meet individually with librarians in Region II during this month and next.

Hold feedback meeting with State Library consultant staff concerning this training institute (Dec. 11).

Inform Numeric Register sub-committee of institute findings (Dec. 19).

Attendance at Region III board meeting by team member to inform group.

Arizona WICHE Team to meet with Regional Consultant of the State Library to summarize and refine the Arizona Plan and to explore funding possibilities.

January:

Region VI librarian to be hired as part of demonstration project for regional cooperative activities.

Publish summarization of refined plan in statewide Regional Newsletter.

Task Force meeting to include a representative from WICHE consultant staff.

Meet with CELS Coordinator to plan regional CE activities.

Budget workshop (already scheduled) to include a follow-through on WICHE team findings related to funding.

Publish summarization of WICHE State Plan in Roadrunner.

February:

Individual contact will be made with Region VI librarian.

Joint Region II and IV resource sharing workshop to be held (Feb. 21).

March:

Statewide interlibrary cooperation workshop will be conducted (Mar. 11-12).

Include state regional consultant in Phase III of WICHE/USOE Institute, if feasible.

Arizona WICHE Team will meet in preparation for Phase III.

April:

WICHE team meeting to finalize report of accomplishments. Attendance at WICHE/USOE Phase III Meeting (week of April 7).

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1. Libraries for Arizona: A Plan. Arizona Library Extension Service. nd.

2. Stevenson, Grace T. Arizona Library Survey. Arizona State University. 1968.

3. Arizona Long-Range Program. Revised and extended 1975/79.

State of Arizona, Division of Library, Archives and Public Records. Department of Administration. 1974.

4. Regional Library Organization Handbook - Arizona Library Extension Service, 1973.

5. Handbook for County Library Systems - Arizona Library Extension Service. 1973.

D R A F T

CALIFORNIA NEED STATEMENT

1. California's manual union catalog only includes the holdings of 82 libraries and does not include many of the major collections in the state. Therefore, there exists a large volume of material for which there are no location records and there is a need for more complete records and speedier access to this data.

2. Many libraries in California are creating original bibliographic records, many of which are duplicated elsewhere. A need exists for a common data base which would allow for one standard entry usable by all other libraries and cost effective.

3. Although California has many advanced systems and networks, a number of their activities are duplicative and non-interfacing. There exists a need for more statewide coordination and systematized dissemination of information.

4. California does not have easy access to the total informational resources of the West as a result of little formal interchange with other states in the region. A need exists for some type of Western regional library network.

December 8, 1974

D R A F T

CALIFORNIA PLAN

GOAL: To design and execute a program of continuing education in the state of California which will foster and expand intrastate and interstate library cooperation and resource sharing through networking. This, in turn, is supportive of the concept of a Western Regional Library Network, and ultimately of a national network as outlined by the National Commission on Libraries and Information Science.

OBJECTIVES: By March, 1975:

1. To develop a core of leaders throughout the state who will assist in executing a program of continuing education which will foster and expand intrastate and interstate library cooperation and resource sharing through networking.

2. To develop and strengthen interlibrary cooperation and resource sharing through networking utilizing the core of leaders created as a result of carrying out the first objective.

METHODOLOGY:

1. State Library sponsored workshop under direction of team and involving representatives from the various Systems and Networks in the State.

2. Seminars and/or programs in various regions throughout the State involving a broader target group by utilizing other organizations and groups. For example: The California Library Association particularly the Government Relations Committee and the Continuing Education Committee of the California Society of Librarians; other library associations such as SLA, FCL, CASL, PLECC, PLEASC, PLANCC; the California Congress of Library Systems; and citizens groups such as ABAG and AAUW.

3. Develop Informational materials -- brochures, packets, etc. Examples would be workshop kits on networking, continuing education , etc.; packets of materials on existing programs within the state; informational materials on bibliographical centers and programs in other states including the proposed Western Regional Library Network.

4. Continue the dissemination of networking and continuing education information utilizing existing publication, membership directories, etc. Examples would be: CLA Newsletter; From the State Librarian's Desk, BARC Notes; News Notes of California Librarians and Systems' newsletters. We would also utilize other media such as the two major Cable TV programs in the state, slide presentations, and films.

5. Joint promotional activity with other Western States especially in areas at State borders. This might be done through Associations such as the recent joint efforts between the California Library Association and the Nevada Library Association; possible joint workshops and exchange of promotional materials.

6. Travelling demonstration projects; such as BALLOTS, etc.

7. System and/or Network-sponsored workshops with team members serving as resource people.

8. On-going consultant service and evaluation by team members.

9. Utilization of specialists or representatives from other regional networks; i.e. WICHE, PNBC, WLN, etc.

10. To insure a wider base of participation there should be a Network Advisory Committee which would include representatives and users of all types of libraries. The Committee would be appointed by the State Librarian.

11. All materials and information generated as a result of the implementation of this program will be channelled to the Team Member located in the California State Library who will be responsible for keeping the other members informed, as well as maintaining the core collection. It would be desirable if the other Western States would enter into a materials exchange with California. These materials would also be housed at the State Library.

T E A M M E M B E R S:

Bruce Bajema

Jay Ector

Nadine Greenup

Gail McGovern

Gilbert McNamee

December 8, 1974

WICHE-USOE INSTITUTE

ON

TRAINING OF TRAINERS FOR

INTERLIBRARY COOPERATION AND NETWORKING

DECEMBER 3-9, 1974

BOULDER, COLORADO

PLAN DEVELOPED FOR COLORADO

BY THE

COLORADO TEAM

PHOEBE F. HAYES

RICHARD D. HERSHCOPF

VIRGINIA BOUCHER, CONSULTANT

COLORADO PLAN

I. Networks and Data Bases

Problems	Goals	Objectives	Plan	Calendar
Libraries do not use present networks	Network use by all types of libraries	Increase awareness and use	Increase by 10% by end FY 1975 using the following steps:	June 1975
			A. Direct contacts with libraries by State Library Consultants	March 1975
			B. Direct contacts with libraries by System staffs	
			C. Staff orientation sessions in public, academic, school and special libraries	
			D. Follow up initial contacts	June 1975
			E. Test structure results	March 1975
			F. Evaluate results	July 1975
Present networks are not inter-type	Open inter-type networks	Restructure toward open inter-type networks	State funding of network(s)	
			A. Include Colorado Technical Reference Center	
			B. Study application and cost of fee reimbursement or other support to resource libraries	September 1975
			C. Review/revise state ILL code - appoint task force in CLA	Oct. 1975-Feb. 1976 March 1975
			D. Coordinate plans with Colorado Commission on Higher Education using Colorado Council of Academic Librarians and Colorado State Library	March-Sept. 1975
			E. Request fiscal support from Colorado Council for Library Development	FY 1977 Budget(Sept. 1975) for E, F, & G
			F. Request fiscal support from Colorado State Board of Education	
			G. Request fiscal support from Commission on Higher Education	
			H. Devise specific legislative strategy	Sept. 1975

I. Networks and Data Bases (cont.)

Problems	Goals	Objectives	Plan	Calendar
Data bases and data base management for ILL support are insufficiently available	Full component of data bases and management structure	Design for total data base support	Effect design including these steps:	
			A. Appoint CLA Task Force on networking to:	March 1975
			1. Include representatives of all types of libraries and State Library	
			2. Review past data base efforts	March 1975
			3. Inventory commercial data bases presently in use in state	March 1975
			4. Evaluate present system location files; present contributions to Regional Union Catalog	March 1975
			5. Develop new design	Sept. 1975
			B. Accept Western Regional Network proposals in broad frame	March 1975
			C. Merge all present serials lists; plan for standardization	Sept. 1975
Resources coordination is lacking; resource needs are undefined	Coordinated resource program based on defined resource needs	Promote planning for resource coordination and a needs inventory	A. Identify political issues in resource coordination	June 1975
			B. Develop a plan to include:	June 1976
			1. Storage	
			2. Last copy retention	
			3. Cooperative acquisitions	
			4. Defined resource needs	
			C. Establish standards for collection building for all types of libraries	June 1976-June 1977
			D. Use present Ad Hoc Task Force on interlibrary cooperation with membership extension	March 1975
			E. Issue a resource directory	Sept. 1976

I. Networks and Data Bases (cont.)

Problems	Goals	Objectives	Plan	Calendar
The revised Colorado Plan in process may lack the necessary components for inter-library cooperation	Provide plan incorporation	Investigate and take steps necessary to provide incorporation in the revised Colorado Plan	Request a meeting with the Planning Committee and submit specific proposed statements of addenda	March 1975
Colorado has no formal positon re. the proposed Western States Network	Establish a Colorado position re. the Western State Network	Position affirmation by required political body	A. Determine State Library position B. Endorsement of support by State Board of Education C. Endorsement of support by profession	March 1975 March-June 1975 March-June 1975

Draft I

II. Awareness-Publicity-Training-Coordinating Council

Problems	Goals	Objectives	Plan	Calendar
Librarians are not sufficiently aware of interlibrary cooperation as a service asset	Interlibrary cooperation wholly regarded and used as a service asset	Increase awareness of interlibrary cooperation among all groups of librarians	Request statewide focus by: A. CSL planning and consulting staff B. CLA and other associations C. Systems programs D. Trustees (1) incorporation of focus by CSL in FY 1977 program	CSL-FY 1977 program by June 1975 CLA-March 1975 for Executive Boards; October 1975 for annual conference CASL-February 1975 contact for program spot Systems-next quarterly meetings: January 1975
Responsibility for: A. CE is not clearly understood or fully sustained B. CE programs is insufficient, fragmented, haphazard, and non-integrated	A CELS for Colorado - an integrated program	Establishment of planning, structural, and funding levels of responsibility	A. Appointment by CCLD/CSL of a Coordinating Council to include representative of CLA CE Committee, DU Graduate Library School, and all other library associations and groups active in CE efforts 1. Determine specific roles of each group 2. Design the total plan 3. A sub-design directed toward interlibrary cooperation	March 1975
			B. Inventory present programs of CE in the state; evaluate these and determine gaps, using DU Library School student; request information on all formal and informal programs in library education: academic, media-oriented, workshops, seminars, paraprofessional programs, ad hoc committees, CLA, in-house programs	June 1975
			1. Request curriculum re-orientation	Sept. 1976
			C. Continue CE program announcements in CSL Newsletter and extend scope	March 1975

II. Awareness-Publicity-Training-Coordinating Council (cont.)

Problems	Goals	Objectives	Plan	Calendar
			D. Extend CE function of CSL by: 1. Policy determination 2. Funding 3. Re-examination of present programs	FY 1977 (Sept. 1975
			E. Investigate the WICHE internship program	March 1975
There is no teaching program specifically directed to train trainers in inter-library cooperation and networking in Colorado	A teaching program from the trainers to trainees	Preparation/ design of a teaching program, etc.	A. Decide on elements of a specific teaching program and design the methodology	March 1975
			B. Appoint a teaching team	June 1975
			C. Select key trainees from all library groups	June 1975
			D. Present the program to each library system and to each library group	June 1975
			E. Request integration into all present teaching programs	Sept. 1975
			F. Use all available learning materials	
			G. Begin the program	Sept. 1975
The revised Colorado Plan (in process) may lack the necessary components for CE	Provide plan Incorporation	Investigate and take steps necessary to provide incorporation into the revised Colorado Plan	Request a meeting with Planning Committee and submit specific prcposed statements of addenda	March 1975
Colorado has no formal reiationship with WICHE's library program	Work toward a closer relationship with WICHE and the climate for it	Colorado membership in WICHE's Western Council of Libraries	A. Review past participation by Colorado in WICHE with CSL	March 1975
			B. Request state budgetary inclusion for WICHE membership	LSCA Title III, 197
			C. Investigate state's total political climate vis-a-vis WICHE	March 1975

II. Awareness-Publicity-Training-Coordinating Council (cont.)

Problems	Goals	Objectives	Plan	Calendar
Promotional and publicity efforts for library programs in Colorado are weak	A successful promotional and publicity effort directed at interlibrary cooperation and CE	A design plan for total promotional and publicity effort	A. Incorporation of specific program intent for interlibrary cooperation and CE	Sept. 1975
			B. CLA employment of promotional/publicity consultant to: 1. Prepare specific materials; 2. Plan promotional campaign to involve all media and media methods; 3. Contact all library groups	June 1975
			C. Current use of all present library media for initial and continuing information, press releases, news stories, etc.	March 1975

III. Legislative Process-Funding

Draft I

Problems	Goals	Objectives	Plan	Calendar
Systems have no legal structure in Colorado	Legalization of library systems in Colorado	An acceptable systems law	Draft readiness for the next legislative session	February 1975
The legislative process for acceptance of networking and continuing education is weak and divisive	Legislative acceptance of networking and CE goals of the state	Improved plan for the legislative process for acceptance of networking and CE goals of the state	A. A plan for improvement which would: Inform key legislators of all plans, programs, and budget requirements relating to network development, etc. B. Obtain key support of our library community and, in particular, the library systems C. Involve CLA Legislative Committee	FY 1977 (Sept. 1975)

CSL:PFH:JD
DECEMBER 1974

IDAHO PROPOSAL

The Idaho team will, upon return to the state, make a report to Helen Miller, State Librarian, which will consist of two parts: a report on the Institute, its background and content, the western network proposal, and the Institute objectives and charge to the team; and, the state team's proposal. We will attach to this report the WICHE fact sheet, the two reports on the western network, and our tape of the WIN and BALLOTS presentations.

As an outcome of the WICHE Institute, "Training the Trainers in Training for Interlibrary Cooperation" the Idaho team hopes to meet the Institute's objective "to enable state teams to develop the main components of a state continuing education plan supportive of interlibrary cooperation" through the following proposal.

Our goal is "to promote communication and cooperation among Idaho libraries, both horizontally and vertically." (Goal 2, A Long Range Program for the Development of Library Service for the Citizens of Idaho. Idaho State Library, Boise, Idaho, June 1972.) This we see as a necessary first step to inter-library and inter-type cooperation among western libraries.

The existing system of regional libraries seems to us to be a logical basis upon which to build this cooperation and through which to provide continuing education supportive of inter-type library cooperation. We propose that the Eastern Idaho Regional Library System (Region VI) be designated the demonstration region for this program. We recommend this region because inter-type cooperation began there in the spring of 1974 with meetings of regional librarians, Ricks College librarians, school librarians from throughout the region and special librarians. The Upper Snake River Valley Association of Libraries and Media Centers was a product of these meetings and functioned at the Idaho Library Association conference as a representative of these various types of libraries through the presentation of a package of

resolutions in each of the divisions.

We propose the following objectives:

Objective 1 - By December 31, 1974, all types of libraries in Region III not yet members of Region VI will be contacted, informed of the regional organization, and invited to participate.

Objective 2 - By January 15, 1975, a meeting will be held for librarians from all Region VI libraries. This meeting will consist of a report on the WICHE Institute, emphasizing the network concept, and a discussion of the Region VI demonstration concept. From this discussion will come input for the regional plan.

Objective 3 - By February 15, 1975, the Regional Board of Directors (trustees) will meet and hear essentially the same presentation the librarians heard. Their approval of Region VI as the demonstration region will be requested.

Objective 4 - (Dependent upon time of Phase III) By March 15, 1975, if Objective 3 has been met and the Region has been designated a demonstration region, the network presentation will be taken out into the region and presented to at least two groups of librarians on the local level.

In addition to these four objectives, the team also requests the State Librarian to begin (continue) to actively collect materials on inter-library cooperation and to produce a bibliography of these materials.

Projected Phase IV objectives include beginning communications with Montana through: discussions of service to West Yellowstone, discussion of across the border service between Idaho and Montana with the federation based in Helena, sharing resource people at ILA and MLA, planning a workshop for PNLA (Montana and Idaho jointly). Again, these discussions would be initiated from the regional level and could culminate in contracts between Region VI and another entity.

MONTANA'S PLAN OF CONTINUING EDUCATION FOR INTERLIBRARY COOPERATION

or

"Pie in the Big Sky"

GOAL: To further the process of interlibrary cooperation through the existing network structures such as MINE and Federations by sharing resources locally, state-wide and regionally.

OBJECTIVES: A program of education that will maximize the use and benefits of the existing network structures.

NEEDS: In order to achieve a total understanding and awareness, it is necessary to review the existing cooperative activities. To do this we must initiate an informational program in order to engender a greater awareness of the benefits of resource sharing. This need must begin initially within our own library community.

STATE LIBRARY COMMISSION

OBJECTIVE: To involve them in the educational program in order to obtain their approval and support.

The State Library Commission represents the governing authority of the State Library. It determines policy, establishes priorities, and approves budget requests. At the January Commission meeting the state team will report on the WICHE-USOE Network training session and present the continuing education plan for their approval. The commitment of the State Library Commission to the network concept has already been expressed. This presentation will increase their knowledge of the importance of networks and give them added support for defending the State Library budget and the state funding bill in the legislative session.

FEDERATIONS - COORDINATORS

OBJECTIVE: To produce a brochure which will list the current cooperative activities between libraries.

Montana is already divided into geographical areas for public library service. These are called Federations. Each Federation has a coordinator who is the key person in the development of total library service for the area. Members of the state team will meet with the coordinators at their next quarterly meeting to present the concepts of networking explored at the WICHE-USOE Institute at Boulder, Colorado. The coordinators will be instructed in the need for creating an inventory of the current areas, general and specific, wherein libraries are currently cooperating with other libraries and institutions in the sharing of resources. These resources would include not only materials but also facilities, equipment, expertise, etal, and also a list of the cooperative ventures which

are in the planning stage. The coordinators will be asked to list these specific programs, networks or systems and submit their results to the state team by 31 January 1975. The state team will also invite other libraries, academic, school and special to submit an inventory of their areas of cooperation in resource sharing for inclusion in the brochure. The South Central Coordinator will compile and publish the brochure of the current resource sharing in Montana.

The brochure will serve four immediate functions:

1. Distribution to the state legislators as an instrument to educate them in the current state of cooperation among libraries and to the possibilities of more specific areas of cooperation by the funding of the requested State Library budget and the proposed state funding of public libraries for the total development of library federations according to current state statutes

2. Distribution to the coordinators as a resource for the further development of areas of cooperation not yet explored in their individual federation

3. Distribution to the library community through the facilities of the Montana Library Association as a state of the art report

4. Distribution by the coordinators to local government officials as an educational tool to make them aware of the benefits of joining a federation.

The cost of producing the brochure will be borne by the South Central Federation of Libraries as a part of the continuing education program.

MONTANA LIBRARY ASSOCIATION

OBJECTIVE: To enlist their active support in planning and delivering a program of continuing education.

The following presentation will be made to the executive board of the Montana Library Association at their next meeting by the state team:

1. The content of the WICHE-USOE Institute and our plan for continuing education will be presented to the board with a recommendation that it consider naming a permanent continuing education committee. The purpose of this committee will be to study interlibrary cooperation and prepare continuing education programs on interlibrary cooperation. The composition of the committee should invlude representatives from each of the divisions of the Montana Library Association.

2. The state team will request that a report on the WICHE-USOE Institute, prepared by the state team, be published in the Montana Library Association's Newsletter.

3. The state team will propose that the Montana Library Association provide time at the May conference for a workshop on library cooperation and networking.

This workshop will include a section on "How I Do It Good In My Library" which will make the participants comfortable with the concept of networking. Followed by a presentation by a resource person on the more sophisticated systems of networking.

PHASE 4

Tentative plans have been made for the Montana state team and the Idaho state team to exchange visits at their state conventions in May. The two states intend to explore the possibility of a cooperative venture across state lines to an isolated area with shared resources and satellite communications.

Plans for the future also include pursuing the possibility of universal Federation library cards.

Future assessment of information needs must include all units within the University system, the departments of extension and continuing education, all media supervisors from the State Department of Education, school libraries, special libraries, and members from the Library Advisory Council.

NEVADA

GOAL: PROVIDE A STATEWIDE LIBRARY AND INFORMATION SERVICE PROGRAM TO MEET THE ECONOMIC, EDUCATIONAL, INFORMATIONAL AND CULTURAL NEEDS OF ALL CITIZENS.

OBJECTIVES:

To execute a project which will demonstrate the advantages of networking and resource sharing by creation of a union list of Nevada materials.

To further the capacity of Nevada libraries to serve patron needs.

To provide a learning experience for Nevada librarians.

To complete the project by the end of Phase IV.

To simulate the concepts of a western regional network.

To utilize modern technology.

TASKS: (for networking)

1. Acquire and distribute bibliographic information

2. Instruct libraries to identify holdings and forward information to compiler.

3. Bibliographic information converted to machine readable format and inserted into UNS CDC 6400.

4. Location information inserted into above system

5. Submit machine readable tape to BALLOTS systemfor inclusion in its data base.

TASKS: (for continuing education)

1. Administrators

Briefing at regional adminstrator's meetings
a. Explain concept of Western regional network
b. Our experiences at institute
c. Plan and project

1A. Library Advisory Council

Same as above

2. Send delgation to BALLOTS AND CSL

   a. Team plus 2 persons from each of the 3 regions will visit BALLOTS for one day briefing. Second day will visit CSL bib Center

   b. Regional personnel will return home to assist administrators in accomplishing network tasks.

3. ILL workshop, include ref and tech personnel.

   a. Acquaint above withwestern regional network concept, BALLOTS.etc.

   b. Demonstrate UNS C.C 6400 and it 's application for them

   c. Checklist distributed for submission of their library holdings

   d. Brainstorming session for other applications of this system.

4. Programs at NLA district meetings.

5. Selected personnel to Huntington, Sutro, Bancroft and California State libs. to check their holdings against the bibliography.

6. Videotape presentation of the program, networking concepts etc. will be prepared and made available throughout the State.

Evaluations will be conducted at select intervals during the total time frame of the program.

DRAFT OF PLAN FOR THE STATE OF SOUTH DAKOTA

I. NEEDS ASSESSMENT

It is not possible for a single library to provide all materials for its clientele. Only by our state actively participating in intrastate/interstate library resource sharing can we hope to begin to meet the information needs of our state's population. Our state presently enjoys some interlibrary resource sharing, but we must make a positive effort to ensure that those in our state who do not presently participate in this sharing process are incorporated into an effective resource sharing network. In order to accomplish the above, key library and nonlibrary leaders in South Dakota must identify the needs of its library community in interlibrary resource sharing. Essentially then, the state of South Dakota requires a needs assessment of its needs in interlibrary cooperation.

II. GOAL

To identify the needs of South Dakota in implementing a more effective interlibrary resources sharing program using continuing education as a vehicle to accomplish this.

III. OBJECTIVES

A. That the State Library of South Dakota shall conduct a workshop in interlibrary cooperation for resource sharing prior to 10 February 1975.

B. That this workshop will be attended by the members of the South Dakota State Library Commission, the South Dakota State Library Advisory Council, the State Librarian, members of the staff of the South Dakota State Library, and any other individuals that the State Librarian shall designate.

C. That at this workshop the needs of the libraries of the State of South Dakota in terms of interlibrary resource sharing shall be discussed, determined, given priority to, and disseminated to all librarians throughout the state.

D. That based on the needs of our state as determined at this workshop and by input from other librarians in the state, a state plan for interlibrary resource sharing shall be drafted with the assistance of the State Library by 28 February 1975.

E. That at the workshop, any devices which would employ continuing education as a vehicle to promote interlibrary resource sharing will be integrated into the overall resource sharing plan.

F. That the final draft of the South Dakota interlibrary resource sharing plan shall be made available to the librarians of our state. In addition, this plan shall be presented to the South Dakota Library Association for its approval at the next scheduled convention.

IV. CONTENT

The Workshop shall be funded by the State Library. At the discretion of the State Librarian, individuals shall be totally reimbursed for attendance at the workshop. The workshop shall consist of the following elements:

A. Preworkshop

1. Participant Selection
2. Participant Mailings
3. Workshop Staff Development and Preparation
4. Logistical Preparation
5. Evaluation of Preworkshop Preparation

B. Workshop

1. Workshop Introduction
2. Goals and Objectives of the Workshop
3. Detailed Outline of the Content of the Workshop
4. Participant Evaluation of the Goals, Objectives and Content of the Workshop
5. Presentation of the Actual Workshop Elements. This will involve participant evaluation resulting in a readjustment of content if necessary.
6. Development of a Needs Assessment Profile for Interlibrary Cooperation for Resource Sharing Among South Dakota Libraries
7. Final Evaluation and Termination of the Workshop

C. Post Workshop

1. Dissemination of the Needs Assessment Statement to Librarians Throughout the State
2. Development of a State Plan for Interlibrary Cooperation in Resource Sharing
3. Presentation of the State Plan to the South Dakota Library Association for Approval at the Association's Annual Meeting

V. EVALUATION

A. Did 65% of the participants invited to the workshop actually attend?

B. As a product of the workshop, was a needs assessment developed for interlibrary cooperation for the state of South Dakota?

C. In their evaluations of the workshop did 70% or more of the workshop participants indicate that a needs assessment and/or a statewide plan for interlibrary resource sharing using continuing education as a component was a realistic or desirable goal?

D. Did the State Library in conjunction with the needs assessment and feedback from its dissemination, develop a statewide plan for interlibrary cooperation for resource sharing using continuing education as a component?

E. Is it the intention of the State Library to submit this plan to the South Dakota Library Association at its Annual Meeting for approval?

WASHINGTON STATE TEAM

HISTORICAL NUGGETS

A long-range plan for library development in the state of Washington was published in 1971. This plan includes an informational network of libraries whose collections will be key elements in reference and referral services, and consequently these libraries will be designated as Area, Specialized or Major Resource Centers. An Advisory Council Task Force is developing criteria, functions, staffing requirements, communication and transportation services, technological needs and performance standards, etc in order that these libraries can receive supplemental funding through contractural arrangements.

Using the Long-range plan as a basic planning document the Advisory Council has developed specific proposals for statewide support of public libraries, one goal of which is access to materials in all formats without limitations of jurisdictional boundaries and governing bodies. The proposals, with goals, objectives, time phases corrdinated with the biennial legislative sessions and cost estimates, have been presented to the profession, trustees, Friends and residents by means of a series of meetings held throughout the state.

To ensure cost effectiveness of the network technology and to encourage cooperative planning, the state has been divided into regions which are responsible for area planning for library and informational services. Area Planning Coordinators were appointed and have been instrumental in organizing the area meetings and in formalizing the Area Planning Councils to function as on-going advisory bodies for furthering cooperative activities. The following plan utilizes the appointments and activities of recent months.

NEEDS ASSESSMENT

Needs assessments have proliferated in Washington in recent years. The Advisory Council has directed thorough needs assessment; professional associations and the Alumni Association of the University of Washington School of Librarianship have executed questionnaires on continuing education needs; and the University of Washington and other groups are exploring continuing education needs. Information from these sources will be synthesized and updated, and specific topics related to library networking and cooperation extracted. Ongoing assessment will remain part of the process.

GOALS

Create a climate within both lay and professional groups to support development of a statewide intra and inter-library network by means of a program designed to increase knowledge of extant resources and to promote cooperative activities.

Involve Washington State Library, University of Washington School of Librarianship, Washington Advisory Council, professional associations* and others as appropriate, in cooperatively planning for and participating in coordinated, funded continuing education programs.

*WLA,SPI,. WAECT, WSASL, WA 2000, OCD, HEW, USOE

OBJECTIVE

Plan and conduct a workshop on potentialities of networks and resource sharing within Washington state and the western region for Washington state Area Planning Coordinators (APC's) and selected individuals prior to phase III(God and the economy willing) or during phase II (as the case might be).

ACTIVITY- workshop

CONTENT ALTERNATIVES

1. Philosophy of sharing (e.g. N.Y., Princeton, Harvard)
2. Information on Washington Library Network
3. Interfacing data bases (e.g. Ballots)
4. Reference networking (e.g. BARC)
5. Western states development
6. Possible role change for Bibliographic centers (switching to resource, reference centers: PNBC, Rocky Mt. Bib. Center, C.U.C.)
7. Examples of successful systems (E.G. NLM structure)
8. Educational strategies to motivate action
9. Cooperative ventures of the future
10. Time to plan:
    a) share experiences ("what have/where going")
    b)encourage public commitment of participants, e.g. use of wall charts

OBJECTIVE

State team and area planning coordinators plan and conduct a public promotion ballyhoo for the annual meetings of library state associations to create interest in in-depth area meetings.

ACTIVITY - PUBLIC PROMOTION BALLY-HOO

Production qualities:

Entertaining, polished; Information available on next activites

Technique:

Preview; tantalize with brief information; menu before the meal; Hors D'ouerves Hors D'oerves, Hors D' ouevres, Hors D'ouvres

ACTIVITY - PUBLIC PROMOTION BALLY-HOO continued

Handouts

Announcements, reservation forms for area workshops, capsule information to share with others

Brainstorming ideas (moderate to light drizzle)

State fair approach - concurrent information presentation

Reference questions via CATV

Computer hook-up

Sandwich board or advertising box

Paper bag carry-alls

Bell-telephone visual phone capabilities

Tele-facsimile

working models

Slide/tape presentation

TV program form NEH grant

Video taped interviews with key resource people

Graphiti

Leading questions

Buttons - "I want to tell you where to go"

Slogan

LOGO

Mystery switch for turn-on sharing

Method

1½ - 2 hour time block at annual meeting

On-going display in major traffic areas

Involve

Library school students who are young, enthusiastic, attractive (and naive)

OBJECTIVE

Area planning coordinators plan and conduct "workshops" in-depth within the nine area planning regions during and after Phase IV.

TARGET GROUPS

Primary:

Library staffs and Friends groups; professional and non-professional

Policy makers: Trustees, Government officials

Associate:

Educational community: Council of Presidents, Instruction Commissions, W.A.S.A., W.S.A.S.L., W.A.E.C.T., I.S.D.'s.

Governmental advisory groups: Planning Association of Washington, Regional Planning staffs and commissions

Private industry

Citizens

Community organizations (e.g. Wash. Bar Assoc., AAUW, League of Women Voters, etc.)

MODES: Alternatives to be selected by team and Area Planning Coordinators or other resource people.

1. Workshop
2. Media
   a) closed circuit, radio, TV, newspapers, newsletters, VTR, slide/tape
   b) interactive: slide/live presentation, panels on VTR presentation, hands on the terminal(product)
3. Panels
4. Seminars
5. In-service training
   a) kit development
   b) on-job activity

EVALUATION

1. Questionnaires
2. Feedback
3. Surveys
4. Observation
5. Results
6. Spies
   a) Country Bumpkin
   b) Rural Deerstalker
   c) Grey Flannel Suit Snoop
   d) Your typical, Casual Stack Browser
   e) Ivory Tower (M)Academia Nut

Submitted by WASSAIL (Washington Association of Self-Seeking Alienated, Indolent Librarians)

Audrey Kolb
Irene Heninger
John Legry
June Perrin

BUILDING RESOURCE SHARING IN WYOMING TO EXPAND LIBRARY SERVICE CAPABILITIES

Goal: To obtain state wide input on planning for resource sharing

Phase II Objectives:

To facilitate interaction among different types of libraries within each county by improving human communication

To identify service boundaries of each library in preparation for the clarification of sharing links.

To identify existing local resources.

To identify existing resource sharing activities

Phase IV Objective:

To construct sharing patterns through the state based upon information received via the above objectives

Action Plan for Phase II:

Call a meeting of the LSCA Advisory Council to:

1. expand awareness of sharing resources in addition to those at the Wyoming State Library
2. broaden the concept of resources beyond materials to include ideas, experiences, skills, program packages, etc.
3. begin discussions and interaction on methods of sharing resources.
4. charge the Advisory Council to return to their county to identify unique resources and existing cooperative activities as building blocks for sharing plan and activities.

APPENDIX D

STATE ACCOMPLISHMENTS PHASE II

ACTIVITIES & ACCOMPLISHMENTS IN PHASE II
WICHE INSTITUTE 12/74 - 3/75 BY STATE

State (a) Activities	1 Meetings Talks w/ Key Lib. Leaders	2 Network Wkshops held or Planned	3 C.E. Wkshops Held or Planned	4 Publicity Public Relations Activities	5 Issued Directories Produced Biblio tools	6 Recd. Grant of $ From State or LSCA Funds	7 Updated or Modified Plan	8 Heightened Legislative Activities	9 Program Increased Sharing of Resources	10 Improved Communications among Librarians	11 Have Support of St. Lib. Agency	12 Climate of Enthusiasm Generated for Networking & C.E.	13 Staff Position Added to St Lib. in Networking or C.E.	14 Nucleus of Trainers Developed in addition to WICHE Team	15 Training Packet Produced	16 Activities Across State Lines	17 WICHE Team Enlarged
1. Alaska	X			X			X		X		X	X					X
2. Arizona	X	X	X	X	X		X			X	X	X	X				X(b)
3. California	X	X		X	X	X	X			X	X	X		X	X	X	X
4. Colorado	X	X		X			X	X			X					X	X
5. Idaho	X	X		X			X		X	X	X	X				X	
6. Montana	X	X		X	X			X		X	X	X		X		X	X
7. Nevada	X	X			X	X	X		X	X	X	X		X		X	
8. South Dakota	X			X	X		X		X	X	X	X					
9. Washington	X	X	X	X		X	X		X	X	X	X		X	X	X	
10. Wyoming	X			X							X					X	X
TOTALS	10	7	2	9	5	3	8	2	5	7	10	8	1	4	2	7	5

(a) Oregon and Utah were not participants in Phases I & II, but were in Phase III.

(b) Two new persons added, but these persons did not attend Phase III.

APPENDIX E

STATE ACTIVITIES - REPORTED DURING PHASE IV

STATE REPORTS

Because of his valued assistance as a resource person during Phase III, James Nelson was asked to return to WICHE for two weeks in June in order to assist the state teams with their learning packets. The following reports have been compiled either by the state communicator or with Jim's help.

ALASKA

During Phase II, the Alaska team presented its statewide plan for networking and continuing education in a three-pronged approach: local, regional, and statewide. Locally, the plan was presented to library staff members all over the state. Library administrators were contacted by letter if it was impossible for them to be contacted personally. We contacted library users as well as librarians. Sent with the plan was a feedback mechanism. Regionally, we used the mechanism of the Alaska Library Association to present our plan. The Alaska Library Association is divided into five regional chapters and the plan was presented at each of the chapter meetings during Phase II. To reach librarians statewide, we presented our plan at two sessions of the Alaska Library Association convention in Kodiak, and also presented it to the state library advisory council in Juneau. The written response was quite encouraging and most library leaders of Alaska devoted time and thought to a critique of our plan.

During the Phase III meeting in Colorado, the team wrote a proposal for a learning package dealing with the interlibrary loan network of Alaska. This proposal has been submitted to the state library. Implementation has been held up until the state library budget is known for FY76. We should be receiving word on the proposal's status when the legislature ends its sessions. As a result of this temporary ho t to Phase IV activities, Phase IV for the Alaska team will be extended into September of 1975.

ARIZONA

Arizona's goal is to promote the principles and processes of resource sharing with a view toward interstate cooperative efforts through the use of continuing education methodology. Our immediate objective is to improve and reinforce the knowledge of networking among personnel in all types of Arizona libraries. To do this, a kit will be developed that will present a picture of the various bibliographies and continuing education networks in the West and Southwest. This will include those networks currently in operation as well as those in the planning stages. The kit will be used by the team as a training device as well, to instruct others in its use. Materials will include a film or video-tape, and transparencies. A procedure manual will be written which will enable the kit to be used as an overview of networks or for an in-depth presentation on one or more. There is good assurance that the state library will reproduce this when the packet is pulled together.

Two more staff members of the state library have been named to the team (one from Library Development and one from the Technical Services and Automation Division).

There will be a full workshop presented during the Arizona Library Association meeting which will include information on the Western Network, participation from Peggy O'Donnell and the continuing education coordinator from WICHE if possible.

CALIFORNIA

Phase II

The training plan developed in Phase I was revised and presented to the state librarian. The WICHE-5 was recognized as an official California Training Team. A budget was authorized and team members became special consultants for the State Library on contract through June 30, 1975.

Specific Activities:

- BARC Networking Workshop
- WICHE-5 met with members of the Intersegmental Task Force (ITF), a group set up to explore cooperative library planning among all types of libraries. Representatives from California State Library, University of California, California State University and College System, public libraries, special libraries, Association of Independent California Colleges and Universities, community colleges, and post-secondary education commission. A member of the WICHE-5 Team, Bruce Bajema, was appointed to the task force. Ideas for training were discussed as well as the Western Library Network.
- A member of the WICHE-5 Team, Gil McNamee, spoke to the Friends of California Libraries (FCL) about networking.
- WICHE-5 held a planning meeting including representatives of University of California and California State University and College System to adopt a final plan.
- Four members of the WICHE-5, Bruce Bajema, Nadine Greenup, Jay Ector, and Gail McGovern, along with the State Librarian, spoke at a Public Library Executives Association of Southern California (PLEASC) meeting on networking.
- Nevada WICHE Team visited California.
- A member of the WICHE-5, Gil McNamee, spoke to the California Genealogical Society about networking.
- WICHE-5 put on two networking conferences titled "The State Librarian's Conference on Automation and Resource Sharing in Northern and Southern California".
- BARC Mini-workshops on networking.
- A member of the WICHE-5 Team, Gil McNamee, spoke at two networking sessions in Washington.
- A member of the WICHE-5 Team, Nadine Greenup, spoke on networking to the Cooperative Information Network.
- WICHE-5 met for a planning session. Tentative dates were set for training of trainers meetings north and south in May and June.
- A member of the WICHE-5 Team, Nadine Greenup, spoke on networking to the Santa Maria Chamber of Commerce.
- A member of the WICHE-5 Team, Nadine Greenup, spoke on networking at the Conference of Northern and Southern California Medical Librarians.

Phase IV

The California State Library Commissioned a study of public library systems which will be used as major tool at an HEA Title IIB Institute in June.

Because of possible restructuring of California network activities following the institute, the WICHE-5 main training thrust has been delayed. The team hopes to develop the bulk of its training materials and its communications channels soon. The team has been working on training packet materials individually.

Specific Activities:

- A member of the WICHE-5, Nadine Greenup, put on a networking workshop for the Black Gold Cooperative Library System.
- A member of the WICHE-5, Gil McNamee, spoke at a special libraries association conference on networking.
- A member of the WICHE-5, Bruce Bajema, represented WICHE at an ASIS Conference.
- The ITF has titled the proposed library consortium class "California Library Authority for Systems and Services". Two members of the WICHE-5 Team, Bruce Bajema and Gail McGovern will be part of booth staff at the ALA Conference class exhibit.

COLORADO

The objective for Colorado's state team has been to develop a statewide continuing education program for library personnel. In formulating the objective, the team listed a number of forces for the development of such a program. These included the value of coordinating resources—human, print, and non-print as well as preventing duplication throughout the state. Listing forces against development, the team mentioned lack of funding, and the fact that formal plans often lack flexibility. They discovered that a variety of agencies within Colorado now provide continuing education programs; among them the Colorado State Library, the seven library systems (as well as libraries within these systems), academic, special and school libraries, library associations and regional bodies! It is readily apparent that a decision-making agency is necessary for developing a statewide continuing education plan. Therefore, it is proposed that the Colorado State Library call a representative group of the agencies listed above to serve on a Continuing Education Planning Council. This Council should develop a continuing education plan, to be presented to the Colorado Council for Library Development, and ultimately to the State Board of Education.

IDAHO

Within the next six months (i.e., by October 31, 1975) the Idaho/WICHE training team will develop two training kits. One will be on networking and interlibrary cooperation; the other will be on the reference interview. Both of these kits will be designed primarily to meet the needs of the regional librarians. We propose to go on the road, to present these in each of the six regions. We would give the region their choice of one kit to have presented; the other we would leave with them for their use. After the kit presentation, we would ask them what other continuing education needs they have and, in general, talk about the possibilities of continuing education activities on the regional level. After a presentation has been made in each region (at the regional meeting) we would have a final workshop where representatives from each region would come to learn training skills and how to identify continuing education resources within their own areas. We feel it would require cooperation among types of libraries for these needs to be met. This would form the final "T" of Training of Trainers in Training. After our kit development, Institute experiences, experiments in Phase II, and kit presentations, we feel we will have had enough training that we can begin to train others.

Training Kit No. 1—Interlibrary Cooperation and Networking (Draft of Contents)

Transparencies—Overhead transparencies showing how the LITTY system (a teletype network) operates from the patron at the local level through to regional headquarters to the state library and to PNBC (Pacific Northwest Bibliographic Center). The implications of the proposed western network could be shown. Other transparencies to be developed.

Script/Tape—To accompany visuals.

Handouts—

Reprint of a good, concise article on networking and/or interlibrary cooperation

Very simple abstract of Western Network Proposal

Glossary of network terms

Acronyms list

Game or Role-Playing Script

List of Kit Contents

Suggested Way(s) to Use Materials

Training Kit No. 2—The Reference Interview (Draft of Contents):

Transparencies—Visuals to indicate that the local library is the first point of contact and thus important to the efficacy of **any** system. No matter what type of system evolves, the local library is the base. Again, can show how the LITTY system operates, from local library out to entire northwest region.

Script/Tape—To accompany visuals.

Trigger Films or 2-2½ Minute Scenarios—Can show "good" and "bad" reference interviews, can stop action to talk about what has just been shown. Can use films or video tapes to promote discussion, change attitudes, etc.

Handouts—Essential Parts of the Reference Interview

Probably can adapt material in WICHE Kit and PNBC materials.

MONTANA

Federation Coordinators Meet with WICHE Team in Helena—The Montana delegates explained our state plan of action, emphasizing a program of education in resource sharing through the Montana Information Network Exchange (MINE), through the Federation Libraries, and through increased cooperation among all types of libraries in Montana. A current assessment of cooperative undertakings in libraries throughout the state would be compiled in a brochure entitled "Libraries Cooperate".

Cooperative Ventures Discussed by Academic and Special Libraries—A special one-day pre-conference session of the Academic and Special Libraries Division of the Montana Library Association met at the University in Missoula prior to the opening of the 62nd Annual MLA Conference. Discussion topics for the 50 participants included establishing reciprocal borrowing privileges for students and faculty at all colleges and universities within the state; more complete indexing of the major state newspapers; and the creation of a statewide union list of serials.

Formation of a Continuing Education Committee—As one of the objectives included in our state plan of action, a Montana Library Association Continuing Education Committee was formed and held its first meeting May 1, 1975. The immediate purpose of the Committee will be to study interlibrary cooperation and prepare continuing education programs in all areas of librarianship. The Committee's next meeting is set for June 7 in Helena. Its Chairperson is Alene Cooper, Great Falls Public Library.

Libraries Cooperate—A brochure delineating various ways that libraries in Montana can and are cooperating was prepared by Bob Cookingham, Billings Public Library. It covers such things as resources, equipment, personnel, and facilities, and the brochure's use is intended to serve any cause that the librarian may wish. Copies have been sent to all Montana legislators.

Library Systems Workshop—The Montana WICHE team conducted two workshops on library cooperation at the recent MLA Conference in Missoula. The team was assisted by Maryann Duggan and Lura Currier. Using different techniques and activities to determine a common information base on networking, as well as a discussion exploring the values and direction of interlibrary cooperation and networking, the participants ultimately were divided into small groups for a brainstorming session to identify ways for their libraries to cooperate and share resources. A follow-up response was sent to each participant listing new areas for cooperation (as suggested in the workshop sessions), and an evaluation summary by the participants on the value of the workshop.

Erling Oelz spoke briefly to the opening general session of the MLA Conference on the WICHE/USOE Training Institute. He stressed the need for a commitment of involvement from the delegates enlisting their assistance in working with the state team.

Commission Approves Funding for Union List of Serials—Originated as a recommendation of the Academic and Special Libraries Division of the Montana Library Association, and given more formal status and direction through the establishment of an Ad Hoc Serials Union List Committee by MLA, the State Library Commission has awarded through LSCA, Title I funds, $25,000 for Phase I costs of compiling a Montana Union List of serials.

Potluck Anyone?—Approximately 30 Idaho Librarians, including Idaho/WICHE participants, Jeanne Goodrich and Ray Hoglund, were treated by the Missoula Area Library Club to a potluck supper Wednesday, May 7 on their way to the Idaho State Library Conference in Coeur D'Alene. Jeanne and Erling Oelz planned the joint meeting while attending Phase III in Peaceful Valley.

Important Federation Meeting—All segments of library operations in the state were represented, including the Montana/WICHE team, at a Federation Coordinators' Meeting in Libby on June 13-14 to discuss the statewide demonstration of library services through federations. Attention was given the public information program that will be needed to pass a statewide referendum in November 1976 for an annual one mill levy for equalization support for public libraries through the state library and the federation system.

NEVADA

Resource sharing and interlibrary cooperation are not strangers to the State of Nevada. This is why Nevada is willing and waiting for a formal library network to be established throughout the Western states.

The recent institute sponsored by WICHE/USOE, dealing with interlibrary cooperation, was attended by a cross-section of Nevada librarians. The second phase of the institute saw those librarians returning to the state with a 'plan'. The 'plan' was a practical application of networking as it may apply throughout the West. Emphasis was placed upon location identification rather than bibliographic description, although both items are useful to total networking as it may exist.

The 'plan' also contained opportunities to bring to the attention of Nevada library personnel the latest activities involving networking possibilities.

The Nevada Council on Libraries and the Nevada State Librarian assisted the team by providing funds to support their activities. A variety of activities was identified, starting with an expansion of the team to ten individuals within the state. Leadership groups of librarians throughout the state were visited by team members to personally explain the team's activities. The in-state team visited on-line data bases in California to acquaint themselves with their capabilities.

The development of a mini-network was to incorporate the creation of a computer data base of approximately 2000 entries representing materials on Nevada history. Libraries throughout the state received printed copies of the bibliography and were requested to supply information as to which items their library held. This information is to be accumulated and placed on the data base to form a union catalog regarding these entries. In addition, holdings information has been obtained from the California Union Catalog and placed in the data base.

The practice exercise was to demonstrate the advantages of interlibrary cooperation and resource sharing. Cooperation—submitting holdings data to the Nevada Materials Union Catalog Project. Resource sharing—using the result of the cooperation to assist in the requesting and lending of materials on interlibrary loan. The cooperative activity of creating the union catalog has assisted the shared use of resources. This has been accomplished by "spreading the word" as to what is where, thus allowing the first request for assistance to be sent to a known source, thereby increasing the odds of having a positive response to the request.

The exercise outlined above is very simple in detail. There is much to be learned, however, by having small groups discuss and evaluate the process and product of the exercise. Such group discussions have led to very heavy sessions regarding the advantages of cooperation and resource sharing. More are sure to follow.

The most recent activities of the Nevada WICHE Team involve attempts at staying current with network proposals and their effect on the state. In support of this, the team has requested that the Nevada Council on Libraries earmark $15,000 for projects still to be determined. The Council is currently considering this request. As appropriate, the Team will submit specific requests to the Council for funding in support of future state activities regarding networking. In the meantime, in conjunction with another regular publication, or as a stand-alone newsletter, the Team will be providing information to all Nevada Library personnel. This information will consist of up-to-date reports about specific networking proposals and general information about interlibrary cooperation and resource sharing.

OREGON

The Oregon Team entered the Institute in Phase III with a lot of catching up to do. Thus, while other state teams have been in Phase IV, the Oregon team has really been in its own Phase II.

Since Phase III we have done the following:

1. reported on Phase III to our state convention
2. held an informal rap session at our state convention where members had an opportunity to meet Maryann Duggan
3. reported to our State Librarian
4. prepared a general article about WICHE's library program, networking in general, the WIB-NET proposal, and their relationship to Oregon which will appear in the State Library's **Letter to Libraries** and OLA's **Oregon Library News.**
5. sent copies of this article and a covering letter to Oregon's WICHE Commissioners
6. sent copies of this article with a request to print it to the Oregon Community College Libraries newsletter, the Oregon Educational Media Association's newsletter, the Southern Oregon Library Federation's newsletter, and the Chairman of the Interinstitutional Library Council of the Oregon State System of Higher Education.
7. reported to the Southern Oregon Library Federation's spring meeting
8. and **most importantly**, prepared a presentation which we presented on May 28 at a joint meeting of the State Advisory Council on Libraries and the Oregon Library Association's Library Development Committee.

SOUTH DAKOTA

Phase II

1. The State Library coordinated with the State Environmental Protection Agency staff to share existing resources in both libraries. It was mutually decided to house the presently uncataloged EPA collection in the State Library, where all citizens could have equal access to it. The State Library is assisting in the cataloging of the EPA and other state agency collections.

2. Our state is taking affirmative steps to set up a shared Regional Depository for federal documents. As no one library in South Dakota can function as a Regional Depository, four of our libraries are banding together to petition the Superintendent of Documents for this status. If we achieve this goal, all citizens of the state will have access to information of federal activities. As an additional note, these four libraries are linked by TWX service.

3. South Dakota legislation has been passed establishing a State Documents Depository System. At the present time, all state agencies are providing the State Library with fourteen copies of each document that they publish which is intended for public distribution. The State Library then distributes these documents to designated depositories throughout the state. In addition, the State Library sends copies to the Library of Congress. This system enables most of our citizens to have access to state documents, whereas prior to 1974, citizens had to contact the publishing agency directly.

4. In an effort to provide a continuing education program to librarians throughout the state, South Dakota decided to become a WICHE state. WICHE will act as a coordinating agency in providing high quality continuing education programs for the librarians of our state.

5. South Dakota State University and the University of South Dakota have cooperated to produce a union list of their rental film collections.

Phase IV

1. Plans are being formulated to conduct a workshop at the North Dakota/South Dakota Library Associations Joint Convention this fall. This workshop is designed to foster interlibrary cooperation and resource sharing between school and public librarians. It will involve a three-part presentation showing what each type of library can do for the other.

2. This summer, TWX machines will be installed in a private college in South Dakota and in Iowa. These two colleges are a part of an interstate resource sharing network of 10 private colleges. The two colleges with a TWX will act as access points to other resource sharing networks in these two states.

3. Plans are being formulated to develop a union list of films, kits, filmstrips, and other non-book materials for the state of South Dakota. These plans are in the formative stage only, and will not be implemented until after Phase IV.

UTAH

In spite of the fact that Utah did not participate in Phases I or II of the WICHE/USOE Institute, its team has developed an impressive learning packet. Used already at three workshops, for public, academic and special librarians, it will again be distributed to school librarians in the Fall. The four team members are from the four types of libraries, and demonstrated good interlibrary cooperation in putting together their packet, UNET OF WESTERN NETWORKS. Under "What is Networking?" they show a definition, with cartoon illustration, an acronym-glossary, list of networking possibilities, present state of networking in Utah, and a graphic map of the WICHE states. Under "Benefits of Networking", advantages to the user are aptly described, resources in Utah are shown, and a list of key people is given.

WASHINGTON

During Phase II, the Washington Team held a number of events as a result of their Phase I experiences. The Washington State Advisory Council on Libraries (advisory to the Washington State Library and the Washington Library Association) held a meeting on February 4, 1975 discussing interstate and intrastate library/information networks. Maryann Duggan of WICHE was an invited speaker, along with Jack Zipf, USOE Library Program Officer, Region X, Clinton de Gabrielle, Executive Director of the Washington Library Network/Data Processing Authority and Maryan Reynolds, State Librarian. A workshop on Interlibrary Cooperation and Networking was arranged by the WICHE team, sponsored by the Washington State Advisory Council on Libraries, held in Vancouver, Washington on March 6-7, 1975. Forty-nine participants from all regions within Washington State, as well as Oregon, Idaho, and British Columbia attended. They heard Eleanor Montague speak on BALLOTS in California; Gil McNamee, Director of the Bay Area Reference Center in San Francisco, and Nina Cohen, former director of the reference network in New York State spoke about reference services in systems. On March 7, Ms. Montague and Mr. McNamee spoke to librarians from all types of libraries at a meeting on the University of Washington campus. Another meeting was held on March 15 for non-professional library employees, (Classified Employees of Washington State—CLEWS) to explain the Washington Library Network. In notifying WICHE that the same team members would be attending Phase III, Mrs. Ruth Hamilton of the Washington State Library stated, "their activity in the state since the December Institute has been impressive . . . "

The most important function during Phase IV occurred immediately after Phase III. At the Washington Library Association Annual Conference, team members held two sessions, called "Network Fair". They presented audio tapes, video tapes, printed information, and a computer terminal demonstration during sessions on April 18 and April 20, 1975.

On May 17, librarians and library users from Areas I and III, comprising the western counties of Washington plus Kitsap and Pierce met to plan better ways to provide library service to everyone. Fifty-two participants learned more about the Washington Library Network, and discussed creation of possible new regional divisions. At the end of the all-day session a committee of seventeen was elected to study and make further recommendations toward implementation of both future planning and networking.

WYOMING

During Phase III, the four team members from Wyoming established five immediate goals for Phase IV.

1. To secure one more team member from the University of Wyoming, and possibly one from a Community College.
2. To begin a continuous program of education for the librarians of the state, RE: continuing education and networking.
3. To begin a continuous program designed to sell good library legislation to the lawmakers of Wyoming.
4. To encourage and develop interlibrary resource sharing on the county level between school and public libraries and between the school libraries and themselves.
5. To improve communications between academic librarians and the real world.

Since then, Carol White, Head Cataloger at the University of Wyoming has been appointed to the team. Members of the Wyoming WICHE team attended the annual convention of the Wyoming Library Association to explain to its members the concepts of networking and continuing education for librarians. They also attended a state library sponsored workshop in Jackson Hole on May 18-23 to tell participants about WICHE activities and the Western Interstate Bibliographic Network.